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ABSTRACT

The purpose of the project analyzed in this document was to initiate, develop, implement, and evaluate a curriculum within its program of Association Degree (A.D.) nursing for veterans with past training. The analysis of this project is discussed in the following chapters: (1) general (stating rationale, purpose, etc.); (2) comparison of corpsman training and A.D. nursing; (3) evaluation design and curriculum adaptation; (4) implementation of project recruitment; (5) followup; (6) followup survey by employers and State board examinations; and (7) conclusions and future directions. (Author/SGM)

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PROJECT MED-VET

EL CENTRO COLLEGE

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Special Project Grant
DIO-NU-00464-04
Division of Nursing
United States Public Health Service
Department of Health, Education
& Welfare

JC 740 185

February 1, 1974

DEDICATED TO:

- Those who grasped the opportunity

  The Med-vets

- Those who supported the students throughout their program

  The Faculty, Counselors and
  Administration at El Centro

- Those whose visions of providing quality health care translated the Med-vet into reality

  The U.S.P.H.S.
  Division of Nursing Staff

  Jesse Scott
  Lois Federico
  Estelle Hunt (retired)

  without whom . . .

  without whose . . .

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Special recognition is also given to the employers of the graduates who were so responsive in the follow up study.

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CHAPTER I

INTRODUCTION

Rationale

All professional and supportive health workers interested in the delivery of health care are familiar with the present crisis in the delivery of health services. National leaders within the spectrum of health care provision have voiced their concerns over the critical shortages of adequately trained health care workers.

The need for health care provision has increased because of an expanding population, as well as increased demand for such services by citizens who see health care as a basic right. At the inception of this study in 1969, the population of the United States was estimated to be just over 200 million people, with projected increase of 27 million people by 1975.[1] It was anticipated that population increases would further affect the already over-strained health care delivery system in the United States. The projected need for the delivery of health care in the United States by 1975 is a total of 3.8 million health workers.[2] Paulson and Tate estimated that in order to provide even minimal nursing care for this increased population there would have to be an acceleration in the graduation of nurses from the then 35 thousand to 60 thousand annually.[3] The Department of Nursing, United States Public Health Service, estimated that one million qualified nurses would be needed by 1975.[4]

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[1]Paulson & Tate, p. 4
[2]Ibid, p. 7
[3]Ibid, p. 8
[4]Facts About Nursing, 1968, p. 11

In order to meet these needs new sources of manpower have to be identified. In 1969 it was estimated that 30,000 medically trained men and women return to civilian life from military service each year. This number has dramatically increased during the past year. Hollander has stated that veterans can be viewed as a prototype of all health personnel who have acquired knowledge and skills through non-traditional routes.[5] Many of these ex-medical corpsmen could be recruited into nursing programs providing upward mobility through an open curriculum which grants credit for and supplements skills gained in military corpsman school, on-the-job training and other experiences with the Air Force, Army, and Naval medical service assignments.

Mager has stated that "one of the most important goals of teachings is to prepare the student to use the skills and knowledge he has learned and to prepare him to learn more about the subject he has been taught."[6] Nursing education has been found to be outdated by "insisting the student get through instruction that he already knows,"[7] thus fostering a redundant learning experience. To create a positive experience for the student, Mager advocates the use of universal positives, one of which is "detecting what the student already knows and dropping that from his curriculum."[8]

In 1970, the National League for Nursing issued a statement in nursing education which presented the open curriculum concept as one which takes into account the different purposes of various types of health programs, but which

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[5] Manpower and Vocational Education Weekly, p. 11
[6] Mager, p. 5
[7] Ibid, p. 55
[8] Ibid, p. 58

also recognizes common areas of knowledge and skill. Such a system permits student mobility in the light of ability, changing career goals, and changing aspirations. It recognizes the possibility of mobility from other health-related fields. It is an interrelated system of achievement in nursing education with open doors, rather than quantitative serial steps.[9]

There have been profound changes in nursing education within the past two decades. Nursing education, however, has been slow in establishing an open curriculum which will allow student upward mobility without those so-called "serial steps" at each level of training; also, there is no evidence that progress has been made in making opportunities available in an open nursing curriculum for those with previously acquired knowledge and skills through non-traditional routes.

Purpose of Project

The purpose of the project proposed by El Centro College of the Dallas County Community College District was to initiate, develop, implement and evaluate a curriculum within its program of A. D. Nursing for veterans with past training. It was felt that in a successful upward mobility career development program, medical veterans could prepare for nursing careers within a sixteen month period. Such a program would build upon the veterans' medical knowledge and skills by supplementing post learning, deleting repetitious learning experiences from the curriculum and focusing on individual needs. It was anticipated that this program would serve to alleviate the community's critical

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[9] National League for Nursing - Statement on Open Curriculum

need for increasing numbers of skilled nurses and to provide an opportunity to medical veterans for self-development. In addition, a flexible, shortened nursing curriculum would provide for economy of time and funds for the student and for the community. Further, the curriculum would be developed to decrease preparation time for technical nurses by recognizing and granting credit for knowledge and skills gained outside the traditional structure of nursing education.

Support for the Study

The United States Public Health Services Department of Health, Education and Welfare awarded a special projects grant to El Centro College of the Dallas County Community College District for implementation of the project which was titled, "A Study to Develop, Implement and Evaluate a Planned Program of Associate Degree Nursing for Veterans with Military Corpsman School Training," Grant Number DIO NU 00464-04.

Overall Objectives of the Study

The stated objectives of the project were to:

1. Encourage veterans with Medical Corpsmen training and experience to enter the field of civilian nursing through preparation with the associate degree nursing program.
2. Demonstrate that existing skills, both mental and physical, can be utilized to reduce repetitive exercises that tend to decrease the motivation of student learning, and
3. Adapt an associate degree nursing program curriculum which will enable the student to utilize existing skills and to increase these skills.

Anticipated Outcomes

The anticipated outcomes of this study included:

1. A realization of the taxpayers' investment in federal military spending for training of medical corpsmen by providing a program of continuing education in the health care field which will enable medical veterans to use their skills in civilian life.
2. Collection of data related to curriculum development in the program, as well as data which would have a direct influence on baccalaureate level education in the health care field.
3. Realization of one of the aims of the American Nurses Association through the establishment of career patterns in a continuing education program for the practical nurse.
4. In relation to the student it was hypothesized that it was possible:
   a. To develop a curriculum equipped with validated learning strategies that would allow the student freedom to move in and out of the learning situation according to his identified needs.
   b. To recognize and encourage the student with nursing knowledge and skills by eliminating repetitious learning requirements.
   c. To use a positive approach to the learning situation and to provide the student with a program of individualized instruction.

Many critics have pointed to the rigid structure of health care education as defeating its own purpose of producing quality trained workers in a minimal amount of time. This proposal represented an attempt to explore ways in which the lack of vertical mobility could be eliminated.

Outcomes of the Project

The Med-vet project was designed to test the feasibility of granting academic credit for and building upon past medical knowledge and skills gained by medically trained corpsmen through non-traditional means in order to prepare them for the professional nurse licensing examination in less time than is traditionally required.

Objective #1: To encourage medical-veterans to continue in the health care field by entering an associate degree nursing program.

Despite extensive distribution of recruitment information, recruitment was a major problem in the pilot project. Only one-third of those prospective students who made initial inquiries enrolled in the project.

Thirty-four (42%) of the initial 81 enrollees from two classes of veterans completed associate degree nursing curriculum requirements in preparation for the licensing examinations within a period of four semesters. At the close of the project, 42 (51%) of the initial 81 enrollees had completed degree requirements, with nine students remaining in the nursing program.

Twenty-one (60%) of the 35 graduating students passed all sections of the State board examination on first attempt. At this time, seventy-one percent (25) of the 35 graduates have passed the licensing examination and are registered nurses.

One year following graduation, six of the eight first class graduates who responded to a questionnaire were employed in supervisory capacities, one was employed as a staff nurse, and one was a full-time B.S.N. student.

As a result of this study, it was found that approximately 65% of the 61 students

surveyed reported employment in civilian health related fields prior to enrollment in the project, which indicates that a majority of medical veterans who enrolled in this project remained in health related fields after leaving the service. This program encouraged continued employment and up-grading capabilities in health related fields by offering medical veterans an opportunity for career mobility within these fields.

There was an attrition rate in the project of 38.8% for a population of 67 male veteran students, compared to an attrition rate of 41.3% reported by Knopf for 86 male students in associate degree nursing programs nationally in 1965 data. The 14 female students in the program had an overall attrition rate of 35.7% as compared to the female nursing students' attrition rate of 40.5% reported by Knopf for 2156 female associate degree nursing students. These figures reveal lower rates of attrition for both male and female enrollees than for other associate degree nursing students nationally.

Objective #2: To demonstrate that existing skills, both mental and physical, can be utilized to reduce repetitive exercises that tend to decrease the motivation of student learning.

One problem area was proper identification of individual strengths and weaknesses and planning the individual student's instructional program on the basis of his needs.

Project students' curriculum requirements, except for Fundamentals of Nursing, were identical to those of regularly enrolled students, but were accelerated in a shorter time period. The Med-vet curriculum required four semesters to complete the program of study, compared with six semesters required for the

regularly enrolled associate degree nursing students. Project students averaged 15 hours per semester in addition to two semesters of seminar for the first class, and one semester of seminar for the second class. Regular students averaged 11.3 hours per semester. Although the seminar was designed to overcome student deficiencies in knowledge and skills, the lack of consistent format for seminars impaired the realization of this objective. This was primarily due to the numerous personnel changes.

One of the purposes of the project was to eliminate obstacles to vertical mobility in health care fields by providing an open curriculum and overcoming the traditional rigidity of health care education. The problems which arose in the implementation of the project, particularly between many faculty members and the Med-vet students, were partially due to failure to adequately identify the medical backgrounds of Med-vets. Thus, a truly individualized and open program of instruction was never fully developed.

Objective #3: To adapt an associate degree nursing program curriculum which will enable the students to utilize existing skills and to increase these skills to the level expected of the beginning technical nurse.

Through a comparative analysis of medical corpsmen school and associate degree curricula, it was presumed that corpsmen would probably be able to exempt almost all areas of basic nursing instruction. Written and practicum testing methods were used to pretest incoming students. Written pretests revealed major fundamental nursing deficiencies in nutrition and pharmacology. A seminar approach was used in an effort to remove these and other student deficiencies. Students exempted fundamentals class and laboratory, although

seminar was a requirement for receiving credit for fundamentals. Post testing of students by written examination following completion of seminar revealed an average of 15% increase in the students' knowledge of nursing fundamentals.

Students made a self-assessment of their knowledge of functions, procedures and skills at the beginning of their program. Students with more active military service and more medical experience rated their skills higher than students with less experience. It was found that students who assessed their skills higher showed less improvement from the pre-test to the post-test.

Med-vet students with less than six hours of college credit were required to take the ACT for placement at El Centro College. The average ACT score for Med-vets was 16.5, compared to an average score of 13.6 for El Centro students. Med-vets with higher ACT scores performed better on both the pre-test and the post-test, and students with higher ACT scores were more likely than those with lower scores to complete the program and to score higher on the state board examinations, although these students rated their nursing skills lower on the self-assessment test.

There was also a positive correlation between scores on the pre-test and performance in the program and on the state boards. Students with higher pre-test scores scored higher on the state boards and were more likely to complete the program. Students with higher pre-test scores also rated their skills higher on the self-assessment test.

Med-vet students with higher levels of experience in the nursing field were more likely to complete the program and had higher scores on the ACT and the

post-test, although these students did not score higher than other students on the pre-test.

The mean grade point average of Med-vets of 2.32 was lower than the average grade point ratio of 2.56 for regularly enrolled students.

The average score of project graduates on the state boards was 51.7%, which was lower than the average 55.0% score for other DCCCD ADN graduates. (A score of 41.7% is needed to pass the examination.)

Fifty-eight percent (22) of the 38 graduates responded to questionnaires sent six months following their graduation. Of these respondents, 51% indicated that they felt the project objectives had been met. Nineteen of the 22 respondents planned to continue their education in nursing or in a related health field.

Personal interviews with twenty-five employers of project graduates revealed that fourteen (56%) felt the graduates to be adequately prepared for their present positions. Of the fourteen graduates considered adequately prepared, six were staff nurses, four were charge nurses, three were students of anesthesia and one was a night supervisor.

Eight out of 22 employers who rated the medical veteran graduate nurses rated them above average in relation to other associate degree graduates and twelve rated them as average, one rated them average to above average, while only one employer rated a graduate as below average.

There was disagreement between faculty and employers' ratings of graduates' nursing behaviors. Employers rated some medical veteran nursing graduates higher than regular nursing graduates in each nursing behavioral category; no

faculty member rated the medical veteran as above average in eight of the behavioral categories described in the paper.

Compilation of Graduates' Nursing Behaviors as Evaluated by Faculty and Employers:

1970 and 1971 combined samples

Respondents	Nursing Behaviors: Superior to most other A. D. Students		About the Same as most other A. D. Students		Inferior to other A. D. Students	
	No.	%	No.	%	No.	%
Employers*	203	46.03	195	44.00	44	09.95
Faculty**	35	12.64	132	47.65	110	39.71

*Employers rated 20 behaviors
**Faculty rated 23 behaviors

Personnel Problems

Project personnel turnover was a factor which undoubtedly influenced the outcome of the project. Although one director initiated and concluded the project, two other directors were employed during the project.

Four principal investigators were employed during the project.

There has also been a constant change in faculty; only six faculty members remained on the nursing staff throughout the duration of the project. This constant turnover in personnel created confusion among faculty and students concerning the purpose and operation of the Med-vet project and prevented continuity in the implementation of the project.

Setting of the Study

The Dallas County Community College District was established in 1965. Its

geographical area encompasses 893 square miles with an estimated population of 1,300,000.[10] As originally designed, the District will eventually consist of seven (7) campuses strategically located throughout the county to serve the increasing population in the metropolitan area. The District is currently operating a downtown campus, El Centro College, and three other campuses, Mountain View, Eastfield, and Richland, which are located in the southern, eastern, and northern areas of the county. Projected dates for the opening of the three remaining college campuses, Cedar Valley, North Lake and Brookhaven are the fall of 1976, fall of 1977, and fall of 1978.

The Dallas County Community College District's "open door" policy offers a comprehensive educational program for all citizens of Dallas County. The four campuses now in operation have a combined enrollment for all courses of 22,040.

El Centro College, now in its eighth year of operation, had a credit enrollment in May, 1973 of 5790 and a non-credit enrollment of more than 5600. In addition to academic transfer courses, El Centro offers 25 occupational-technical programs.

Several vital student supportive services at El Centro include: Counseling and Guidance, the Division of Human Development, Advisement, the Health Center, Financial Aids, and Campus Employment.

During the first year of operation, El Centro offered three programs of study

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[10]Dallas Chamber of Commerce, 1973

for students interested in pursuing a career in the health care field. There are now nine programs available which have been instituted to meet the health worker needs of the community.

The Division of Associate Degree Nursing was established at El Centro College during the first year of operation. In September, 1966, 26 freshman students enrolled in the first class.

Methodology

Time Scope: This study extended from February 1, 1970, through August 31, 1973. A seven-month period of preparation preceded the admission of the first experimental class in September, 1970, with students graduating in December, 1971. The second class was enrolled August, 1971, and was graduated in December, 1972. The eight-month period from January to August, 1973, was devoted to the follow-up study and preparation of the final report.

Study Design: A four phase approach was developed in the design of this study in an effort to meet the objectives of the project. The four phases consisted of:

Phase I: Data Collection and Comparison:

Comparison of medical corpsman schools and Associate Degree Nursing program admission requirements, identification and comparison of terminal objectives of MCS and ADN.

Phase II: Evaluation Design and Curriculum Adaptation:

Identification and/or development of valid test procedures to verify retention of expected terminal objectives of medical corpsmen, and identification, development and adaptation of learning strategies.

Phase III: Implementation:

Recruitment of corpsmen for initial program; selection and admission; pre-testing; counseling; curriculum adaptations.

Phase IV: Follow-up Study:

Comparison of National Test Pool results of medical corpsmen with those of regular students; collection of information from graduates and employers.

CHAPTER II

RESULTS OF PHASE I: Comparison of Medical Corpsman Schools and an Associate Degree Program

In order to develop a profile on medical corpsman schools, site visits were conducted during the first phase of the project. The visits were designed to identify the selection methods used for students entering the three military corpsman schools — Army, Navy and Air Force. Tools, such as standardized tests (personality, intelligence quotients, etc.) used to determine eligibility for placement in these schools for servicemen were collected for analysis to determine significant statistical correlations relating to the minimal levels necessary for successful completion of the medical corpsman schools. The universal factors identified were compared with the compiled admission requirements of an associate degree nursing program.

In addition the visits provided the investigator with the opportunity to observe classroom instruction and to conduct interviews with directors, instructors, graduates and students of the medical corpsmen schools.

A review of the data on medical corpsman schools revealed that the nursing content appeared essentially the same for the Army, Navy and Air Force Corps Schools. Some differences were found in such areas as length and formality of courses, definitions of expectations of students in behavioral terms and in content objectives. Through this review and comparison with an AD nursing curriculum, it was determined that ex-corpsmen would probably be able to exempt areas of basic nursing skills almost completely. It was anticipated that their needs in fundamentals would be in the following areas:

1. Philosophy of the associate degree nursing program.
2. The nursing process.
3. Communication skills.
4. Inter-personal processes.
5. Role of the nurse in a civilian health care setting.
6. Nursing practice versus medical practice.
7. Nurse Practice Act of the State of Texas.
8. Derivation of principles from concepts.
9. Application of principles in nursing practice.
10. Use of the problem-solving process.
11. The patient and family receiving health care within a civilian setting.

Anticipated deficiencies in other areas of nursing were:

1. Psychiatric nursing, mental health concepts.
2. Maternal-child health nursing.
3. Medical-surgical nursing as related to chronic, geriatric and other selected medical nursing care needs.

CHAPTER III

RESULTS OF PHASE II: Evaluation Design and Curriculum Adaptation

A comprehensive identification and testing process was developed with assistance from consultants to the program. It was felt that because of the varied backgrounds in corps schools and other learning experiences of ex-corpsmen entering the program, testing prior to admission was necessary in order to determine individual student's retentions and deficiencies. Pre-tests were developed for evaluating theory and skills in the clinical area. A self-assessment form was developed for the student's own evaluation of his knowledge of functions, procedures, and skills applicable to nursing. This form was retained in the student's file and was made available to the student and his nursing instructor throughout his course of study.

Planning for post-testing included teacher-designed tests and the National League for Nursing Examination.

Consultant Services: Consultants were involved in the planning and implementation phases of the project. Dr. Doris Geitgey, with the School of Nursing, University of Washington, Seattle, Washington, was Curriculum Consultant to the staff in April, 1970, and in March, 1971. Dr. H. Paul Kelly, Director of the Measurement and Evaluation Center, The University of Texas, Austin, Texas, served as consultant in April, 1970, in June, 1971, and in August, 1971.

During Dr. Geitgey's April, 1970, visit, review was made of corpsman school curricula and recommendations made for testing in the fundamentals area for theory content and for assessing skills in a clinical setting. She suggested

that Med-vet students should be provided as much opportunity for self-study as possible to overcome individual deficiencies and for self-review. She suggested that the Learning Resources Laboratory would be helpful for self-study because of its programmed texts and audio-visual resources for review of simulated situations in nursing. For pre-testing purposes, the suggestion was made to use teacher-designed final examinations, and to use teacher-designed tests and NLN examinations for post-testing.

At the inception of the project, the State of Texas required a minimal length of two calendar years of school residence for the state board examination. Dr. Geitgey felt that some of the corpsmen could conceivably complete all nursing courses in two full semesters and one summer session. The Board of Nurse Examiners was petitioned and, as a result, in July, 1970, the Board made the following policy changes in the 1968 Revision, Professional Nurse Education, A Manual of Requirements, Recommendations and Policies:[11]

1. "The minimum time spent in residence required before graduation should be stated by the school and published in the school catalogue."
2. "Credit by examination may be granted according to the policy of Controlling Institute (College, University or Hospital). The policy is to be clearly stated in the school catalogue. The application

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[11] State Board of Nurse Examinations, Professional Nurse Education, A Manual of Requirements, Recommendations and Policies (Austin, Texas, 1968) p. 10.

for registration by examination and the college transcript (Student Final Record) must indicate the time spent in nursing/military programs for which credit was established by examination."

Dr. Geitgey also recommended that the project staff be realistic about the time requirements for the completion of the program and that the staff identify critical requirements in task performances, critical course and terminal objectives, and learning opportunities necessary to bring the Med-vet to the associate degree nursing level.

During her second visit in March, 1971, Dr. Geitgey's comments to the faculty and staff included:

1. Pre-testing should be considered in determining entry skills.
2. Learning should be assessed throughout the curriculum and repetitious teaching avoided.
3. Video-taping should be utilized in instruction.
4. Group work should be used to help students deal with problems related to the program.
5. Proficiency mathematics, English and pre-nursing tests should be administered to all incoming students
6. Mental health concepts should be identified and inserted in all courses.

Some of the recommendations made by Dr. Paul Kelly during his first visit were:

1. Terminal objectives for the program should be constructed to state the expected level of competence and achievement for a graduate.

2. Consideration and usage of placement testing in nursing would be consistent with the general movement today for advanced college placement.
3. Pre-testing should be done for all Med-vet students in all courses in order to determine the existing levels of theoretical knowledge. If testing results demonstrate that a student possesses knowledge of 2/3 to 3/4 of the course content, he should be placed in a separate course designed to meet his needs in the discipline. The separate course should be supplemented with a plan for individual study and learning materials for self-study developed.
4. Available published tests should be studied for possible use in the project. New tests may also be constructed and a "placement battery" formed to pretest incoming Med-vets.
5. Individual test items should be classified according to the objectives being tested.
6. Present methods for assessing clinical performance should be evaluated and new methods evolved.

Dr. Kelly's second visit to the college was in June, 1971. He reviewed the progress of the first Med-vet class and noted that the attrition rate was normal compared to other students. The following recommendations were made by Dr. Kelly at that time:

1. The current Med-vet class should assist the incoming class in the skills laboratory.

2. Psychological Testing Corporation tests should be used for entering students.
3. The grading system was discussed, and Dr. Kelly suggested that Med-vets attend seminars for extra work the following semester and that if satisfactory progress was not evident, the Med-vet should repeat the entire course.
4. Group work with a counselor should be used to help students with adjustment problems.
5. Self-evaluations, objectives testing and the practicum should be continued.
6. Self-assessment forms should be sent to incoming students and they should be required to return the forms during registration.
7. Evaluation should be done at the end of each course, and feedback from students is necessary.
8. The same Fundamentals examination given to other nursing students should be used with Med-vets, but highly specific items should not be scored.
9. Modular testing should be used.

Dr. Kelly made a third visit to the school in August, 1971, to discuss testing, evaluation and grading, which resulted in the following decisions concerning grading for nursing students

1. Nursing students would be able to continue in the A.D. nursing program with a "D" average or better. This decision was made so that nursing policies coincided with those of the general college.

2. The percent score corresponding to the letter grade would be:

   A - 92/100

   B - 84/91

   C - 76/83

   D - 68/75

   F - 67/less

3. Test grades in nursing courses would not be curved. The system of grading discussed by Dr. Kelly would be adopted, i.e., test question analysis, prejudgement of test material and graphing for each test for a percent score.

In order to gain insight into the staff's perceptions of how to give credit for prior medical training, the following question was given to the staff:

Below are some examples of how credit may be established in the ladder concept. Indicate what you believe to be the most appropriate methods in giving incoming medical-veteran students credit for prior medical training by ranking them from 1 to 5 with one (1) being the most desirable:

A. Give credit for Fundamentals without examination.

B. Pretest for deficiencies in Fundamentals and allow students to remove deficiencies, if any, by self-study; then give a post-study examination for establishment of credit.

C. Pre-test for deficiencies in Fundamentals and allow student to proceed by attending lecture blocks in Fundamentals dealing with the identified deficiencies; post test in the identified deficiency areas in order to establish credit for Fundamentals.

D. Pre-test Med-vet students in all courses in order to determine the existing levels of theoretical knowledge. If testing results demonstrate that two-thirds to three-fourths or more of the

content is known, then place these students in separate courses designed to meet the level of knowledge with these separate studies being supplemented with a plan for individual self-study.

E. Pre-test in Fundamentals by written examination; if pre-test is completed with a "C" or better pre-test in practicum. If satisfactory performance is exhibited in practicum credit for Fundamentals is established.

Faculty ratings of Methods of Giving Credit for Prior Training

Examples	Total Rating Scores	Preference Order of Ratings
A	57	5
B	44	4
C	35	2
D	26	1
E	40	3

Faculty indicated by the above rating scores their first preference as example D above in giving incoming Med-vet students credit for prior medical training with example A having the least preference by faculty.

Six respondents rated D as their first preference, three rated D as second choice, two rated it third and one rated it fifth.

Curriculum Design: The third objective of the project proposal was to adapt an associate degree nursing program curriculum which would enable the student to utilize existing skills and to increase these skills to the level expected of the beginning technical nurse practitioner.

The plan of study for the two experimental classes, based on the results of pre-testing, is outlined below. Successful completion of each semester's requirements permitted the student to complete the course of study in four (4) semesters.

CURRICULUM

Fall Semester	Credit Hours
Nur 132 Fundamentals	6*
Nur 231 Psychiatric (8 weeks)	5
Nur 232 Med Surg (8 weeks)	5
Bio 120 Anat & Phy	4
Psy 105 Introduction	3
Total semester hours	23
Spring Semester	
Nur 233 Med Surg	9
Bio 121 Anat & Phy	4
Eng 101 Comp	3
Soc 101 Introduction	3
or	
Psy 201 Gro & Devel	3
Total semester hours	19
Summer Semester	
Nur 234 Med Surg	5
Elective	3
Total	8
Fall Semester	
Nur 133 Mat Ch Nur	8
Bio 216 Mirco	4
Eng 102 Comp & Lit	3
Soc 101 Introduction	3
or	
Psy 201 Gro & Devel	3
Total semester hours	18
Grand total semester hours	68

*Credit was given for Fundamentals on successful completion of Seminar which had no laboratory experience.

The schematic of nursing curriculum below shows integration of the Med-vet students' curriculum into the curriculum pattern for the regular ADN student.

Schematic of Project's Relationship to the ADN Program:

Normal Class						
Fall	Spring	Summer	Fall	Spring	Summer	Fall
Nur 132 6 Bio 120 4 Psy 105 3 13	Nur 133 8 Bio 121 4 Psy 201 3 15	Eng 101 3 Soc 101 3 6	Nur 231 5 Nur 232 5 Bio 216 4 14	Nur 233 9 Eng 102 3 Elec 3 15	Nur 234 5 5=68	
Med-vets						
			Nur 132*6 Nur 231 5 Nur 232 5 Psy 105 3 Bio 120 4 23	Nur 233 9 Bio 121 4 Eng 101 3 Soc 101 3 or Psy 201 19	Nur 234 5 Elec 3 8	Nur 133 8 Bio 216 4 Psy 201 3 or Soc 101 Eng 102 3 18=68

*All entering Med-vet's register for this course. Seminar is only requirement.

The original plan called for the integration of the Med-vet students into the ADN curriculum. It was found through the testing process that additional orientation would be required to meet this end. The seminar was developed to meet orientation needs as well as to provide additional training in the three (3) areas of major deficiencies, normal nutrition, pharmacology, and philosophy of A.D. Nursing which were determined by the pre-testing process; also, following enrollment of the first class it was noted that veterans had an adjustment problem not common to the average ADN student. For example, one significant problem raised in the seminar concerned the differences between the functions performed by corpsmen and those performed by civilian nurses. The students felt they were able to execute more functions as corpsmen than they were allowed to perform as student nurses. In an effort to resolve this problem, time was spent in discussing the role of the civilian nurse. The seminar was the only planned activity which segregated the

Med-vet students from the regular group of ADN enrollees.

In addition to by-passing fundamentals theory, except that mentioned, and the fundamentals laboratory, the Med-vet students were encouraged to challenge other courses in the curriculum; however, this opportunity was not utilized by the students.

El Centro College designated one counselor from the Counseling Division to serve as a liaison between that division and the project office to facilitate direct communication concerning student policies of the college.

The Med-vet students were encouraged to keep regularly scheduled appointments with the project investigator so personal educational needs could be discussed. Special tutoring was made available to the students as necessary.

Following the admission of the second class, two (2) students were identified as not having the necessary nursing skills in Fundamentals to remain at the level of the other students; these two students enrolled in Fundamentals of Nursing as full-time students.

Other Tests: Five standardized nursing achievement tests obtained from the Psychological Testing Corporation in New York were administered to four groups of students in the Fall of 1971; these four student groups were the 1970 and 1971 classes of Med-vets and a sampling of freshman and sophomore regular ADN students; these five tests covered medical, surgical and psychiatric nursing, nutrition and diet therapy, and pharmacology. The first class was administered these tests at the beginning of the first semester. Results of these examinations were used for individual counseling.

CHAPTER IV

RESULTS OF PHASE III: Implementation of the Program

Phase III of the study design had as its objectives the selection and implementation of an individualized curriculum for students of the two experimental classes within the existing associate degree nursing program.

In addition to meeting the admission requirements of El Centro College, the Med-vet applicants were required to have completed one of the three basic medical corps school programs and to submit their military papers.

During the college registration week, testing for knowledge retention and assessment of skills in the clinical area was planned. Initial and weekly interviews with the students were planned as a means of exploring and discussing the students' educational needs.

Recruitment

One of the primary objectives of the Med-vet Project was to encourage the medical veteran to continue in the health care field by entering an associate degree nursing program. It was anticipated that recruitment during the first year would be a major problem. Extensive advertisement of the program was accomplished through local newspaper releases and a television interview; also, two local hospitals publicized the program in their bulletins. News releases of the project appeared in the American Journal of Nursing, Nursing Outlook, R.N., Lab World, Hospital Week, Modern Hospital, and the American Medical Association's Allied Medical Education News Letter. Other recruitment efforts included dissemination of information about the project to the Dallas Hospital Council, the Texas Hospital Association,

other local hospitals, Project Transition, Military Experience Directed into Health Careers (MEDIHC), the Regional Office of United States Public Health Service, and the American Association of Junior College Veterans and Servicemen Programs.

Despite these various recruitment efforts, only 121 ex-corpsmen inquired about the program prior to the enrollment of the first class. Of this number, 57 (47 percent) initiated applications. Thirty-four (34) (60 percent) of the 57 indicated they would enroll in the first class in the fall of 1970. Twenty-nine (29) actually enrolled, seven (7) of whom withdrew from classes during the first semester. Twenty-two (22) completed the first semester.

Recruitment for the second year's enrollees was more productive. In addition to methods used for recruitment for the first class, publicity was accomplished through the Texas Nurse's Association Bulletin, The Army, Navy and Air Force Times and Project Transition of several military installations; also, brochures were distributed at national and state nursing conventions, and presentations were made at the National League of Nursing Convention - A.D. Nursing Council, MEDIHC - State Task Force Meeting, and at the Southern Regional Education Board Meeting.

One hundred and nineteen (119) ex-corpsmen made inquiries about entering the second class. Of this number, 74 or 62 percent initiated application. Fifty-one (51) or 69 percent of the 74 registered for the fall, 1971, class. Five of these students withdrew during the first semester, leaving a total of 46 remaining in the second class who completed the first semester.

Pre-Testing, Selection and Admission

On the basis of student objectives, the battery of five standardized examinations and the subsequent individual counseling, students to be admitted to the Med-vet program were selected.

Characteristics of Admitted Student

During the fall of 1971 a survey was made of students in both classes to obtain data related to their families, service tours, medical experiences in service, civilian experiences since discharge from service, and comments on the college and the ADN Program of Nursing. This information was obtained during the last semester of Class I and the first semester of Class II. The following data was obtained:

Family Data

Marital Status of Students	Class I	Class II
	No. of Replies	No. of Replies
Married	10	22
Single	7	16
Divorced	1	5
No. with child dependents	8	16

Number of Children Per Student

No. of Children	Class I	Class II	Total Number of Children Both Classes
1	5	7	12
2	2	3	10
3	1	3	12
4	0	3	12
	8	16	45

Previous College Attendance

Eight students in Class I reported having attended college previously

with a student average of 27 college credits; 6 reported no previous college hours. Twenty-one students in Class II reported previous college attendance with an average of 42 college credits per student; 14 had no previous college credits.

One student in Class I and Class II had degrees in business. Six students in Class II reported pre-med as former college majors, and five had majors in nursing. One student in Class I had previous college work in nursing.

Ethnic Groups

Ethnic grouping of participants in project by year of entrance: 1970 and 1971 samples:

ETHNIC GROUP	1970		1971	
	Number	Percent	Number	Percent
White	28	93.33	43	84.31
Black	1	3.33	4	7.84
American Indian	1	3.33	1	1.96
Mexican American			3	5.88
Total	30	100	51	100

Employment as Students

Students reported working at various positions while attending El Centro. Fifteen students of the 30 in Class I were working and 13 of these were working in hospital related positions. Three were unemployed and four students were employed full-time. Average weekly hours worked for Class I students was 28.

Twenty-two students of the 51 in Class II were working, 17 in hospital related positions. Six students were employed full time. Twenty-one were not working or reported no employment. Class II average weekly

hours worked of those students employed was 24.

License Held in Related Health Fields

Some students reported holding licensure in related health fields as follows:

Formal Health Occupation Preparation	Class I	Class II	Total
Licensed Vocational Nurse	3	2	5
Certified Operating Room Technician	1	1	2
Certified Inhalation Therapist	1		1
Cardio-Pulmonary Technician		1	1
None	9	28	
No answers	4	10	
			9

Other Training Reported

Some students had experienced training in other related health careers which were reported as follows:

Other Health Career Training	Class I	Class II	Total
Respiratory Therapy	2	3	5
Encephalography	1		1
Operating Room	3		3
Electrocardiography	1	1	2
Dental	1	1	2
Audiology		1	1
Physical Therapy		1	1
X-ray		1	1
Blood Bank		1	1
Medical Secretary		1	1
Emergency procedures		1	1
Business Administration	1		1
	9	11	20

Extent of Military Training

The Air Force, Army and Navy Corpsman Schools were found to vary in program length, content, and formality. For purposes of evaluation information concerning these schools was condensed into levels

on a scale from I to X. Each level of the scale was described as:

I Less than 4 weeks basic corpsman training with less than 1 year in service* or with no information on record

II Five to 10 weeks basic corpsman training with less than 1 year in service

III Ten to 16 weeks basic corpsman training with less than 1 year in service

IV Basic corpsman training with 1 to 4 years in service

V Basic corpsman training with above 4 years in service

VI Above basic corpsman training with 1 to 3 months additional formal training and with less than 1 year in service

VII Above basic corpsman training with 1 to 3 months additional formal training with 1 to 4 plus years in service

VIII Above basic corpsman training with 4 to 12 months additional formal training and with 1 to 9 years in service

IX Above basic corpsman training with 4 to 12 months additional formal training and with over 10 years in service

X Above basic corpsman training with above 12 months additional formal training and with over 10 years in service.

*Time spent in basic military medical service included only.

Level of Corps School Training of Two Med-Vet Classes

LEVELS	AIR FORCE	ARMY	NAVY	TOTAL
I		2	3	5
II		3		3
III			2	2
IV		15	10	25
V	1		2	3
VI		1		1
VII	7	5	15	27
VIII	2	2	8	12
IX		1	1	2
X			1	1
TOTAL	10	29	42	81

Corps School Attended

Service	Basic		Beyond Basic	
	Class I	Class II	Class I	Class II
Army	6	15	4	6
Navy	8	23	4	11
Air Force	3	5	2	3
Air Froce, (Dental)	1	0	1	0
TOTAL	18	43	11	20

Prior Medical Experiences

Service Related: Medical work experiences while in service varied widely. Some ex-corpsmen reported at length on their experiences, while others did not. Five corpsmen in Class I had been operating room technicians, one was an O.R. supervisor and another taught O.R. technique. Other individual work experiences included duty as a field medic, pharmacy technician, dental technician, aeromedical corpsman, ship duty, intensive care and general floor duty. Little bedside care was represented. There were 28 students in Class II who had service work experiences in the area of bedside care. These included ward corpsmen, intensive care units, cardiac care units, psychiatric units and obstetric wards. Other work experiences included operating room, dispensary, practology clinic, X-ray, inhalation therapy, and physical examination departments.

Service Tours

Students reported previous service tours in the three services as:

Tours of Duty	Class I	Class II	Total
Army	6	15	21
Navy	8	23	31
Air Force	4	3	7
Navy & Air Force		1	1
Air Force & Army		1	1
	18	43	61

Years during which service tours terminated were:

Year of Service Termination	Class I	Class II	Total
1966-1971	13	34	47
1961-1965	4	6	10
1956-1960		1	1
1951-1955		1	1
1946-1950		1	1
	17	43	60

Civilian Related: Nineteen students in Class I had been employed in medically related positions prior to entering the Med-vet project.

Class II civilian work experiences prior to entering El Centro were reported by 20 students as being in medically related fields.

Non-medical positions were held by 23 students prior to entering El Centro, including the following areas: grocery stocker, clothing sales, design artist, carpenter, corporation field manager, diesel truck driver, maid, sales clerk, police dispatcher, mechanic, restaurant manager, postal carrier, account clerk, ambulance driver, car rental, dock worker, rancher, miner, plumber, student, and housewives.

Prior Hospital Employment

Students were asked when they had last been employed in a hospital prior to entering El Centro's nursing program. Those responding provided the

following information:

Years Since Hospital Work	Class I	Class II
0-1	2	30
1-2		1
2-3	3	1
4		1
6		2
7		1
10		1
11		1
21		1
Never		1
	5	40

CHAPTER V

PHASE IV — FOLLOW UP

Evaluation of the Med-vet project consisted of two separate components. First, students and faculty were asked to assess the effectiveness of the project while the project was in operation. The other component consists of assessing the impact of the program on students, faculty, and employers after termination of the project.

STUDENT SURVEYS, 1971

At regular intervals during the project students were asked to record their reactions to the program related to personal satisfaction, professional growth, obstructive and conducive factors present in their educational program.

Survey, Class I (second semester)

During their second semester, the first class was polled for suggestions on how the project could be improved. Nineteen of the 22 enrollees responded.

Testing: Seventeen students responded to the question on how testing could be improved. Five students indicated that the testing should remain the same. Suggested changes included: provide test study sheets; in addition to multiple choice questions, add matching and true and false questions for midterm and final examinations; include more questions on nursing situations; be more realistic, since it is really difficult to assess the individual experiences of each Med-vet because of the wide variety of experiences; make testing more practical and pertinent to nursing; give tests to everyone at the same time; make tests more comprehensive; return tests and review in class; and set up a conference time so that we can be told where our weak points are.

Seminar Improvement: Eighteen students made comments on seminar improvement. Seven respondents felt the seminar was needed. Four thought more information on drugs and dosages would be helpful. Other individual comments on seminar improvements included: provide better organizational structure in seminar; have topics geared to students needs; include additional information on normal nutrition; place more emphasis on theory; provide more individual counseling; a Fundamentals practicum class and optional help classes should be available. Only one felt Seminar was unnecessary.

Adjustment: Fifteen students responded to the question on how further assistance could be given to entering Med-vets during their adjustment period. Individual comments included: provide more individual conference time with each Med-vet; arrange a group meeting at the start of school to afford us the opportunity of getting better acquainted; provide us an address and phone directory of other Med-vet students to assist us in finding apartments and jobs; orient us as to what instructors expect; use seminar for airing of school problems; review basic Fundamentals; include more classroom work; and provide a conference with the Chairman of Nursing at Midterm for Med-vets who are making below 75 in nursing or academics. Three respondents expressed the need for more information on obtaining financial aid. Four had no suggestions for improvement, and one stated he encountered no difficulty in the adjustment period.

Utilization of Past Experiences: Thirteen Med-vets responded to the question on how their past learning experiences could be utilized. Three felt

that testing could be better used to determine areas of weakness needing attention in their learning situation. Other individual suggestions were: review individual past learning experiences and make up deficiencies; provide opportunity to share past "specialties" with peers as these areas appear in our study program; and make more allowances for past experiences. One Med-vet stated that past experiences get "cloudy" after several years.

Improving the Med-vet Program: Twelve Med-vets made suggestions for improving the Med-vet program. Four specifically mentioned more thorough screening of applicants to improve the quality of students. Other comments were: don't integrate Med-vet students into regular classes since our learning situation is different; place more emphasis on ethics; offer a condensed Fundamentals clinical class; and three could see no need for improvement.

FACULTY SURVEY, 1971

Seventeen questionnaires were distributed to the faculty during the fall semester, 1971. There were fourteen respondents, four of whom were new faculty members. Comments made by both new and continuing faculty members are included in the discussion of survey results.

Pretesting: The faculty members were asked to comment on pre-testing. Positive responses were given by only two instructors, one of whom was a new faculty member. The other respondents either felt the tests were inadequate for assessing skills or objected to the pre-testing procedure, with two respondents suggesting an earlier time for pre-testing and one recommending a longer period of time allotted for pre-testing. Several instructors felt pre-testing did not insure the proper placement of students

within the nursing program.

Understanding of Students' Military Backgrounds: There were a variety of responses to a question regarding the degree of understanding by the faculty of the Med-vets' military backgrounds, although several of the faculty members did not have detailed knowledge of the types of training and performance.

Special Problem Areas: Faculty members were asked to identify special areas of problems in the Med-vet program. Many of their comments reflected criticism of the behaviors and attitudes of veterans, including their poor concept of nursing philosophy in general and the El Centro nursing program in particular; rebelliousness; rudeness; grooming and punctuality; lack of concern about patients; lack of ethical responsibility and professional behavior. Only one faculty member mentioned a lack of acceptance of the project and poor attitudes on the part of the faculty as a problem area. Other instructors identified needs of students that were not being met and weak areas in students' skills, such as communication skills, administering medications, evaluative and decision-making skills, and familiarity with the hospital setting.

Utilization of Veterans' Medical Experiences: The nursing staff members were asked if they were able to utilize medical veterans' backgrounds in clinical, conferences and formal classroom situations. Six of the continuing faculty members replied that they utilized the backgrounds of veterans in all three areas, although three of these gave qualified answers, indicating that the utilization of past experiences was minimal, particularly in formal classes

and clinical situations. Three instructors stated that they were unable to utilize veterans' backgrounds in any of the three areas; one of these felt the circumstances surrounding their military training and/or experiences were so foreign to other students that their backgrounds could not be related to civilian nursing training. Three instructors, including one new faculty member, stated they were not able to utilize backgrounds in formal situations, although they did utilize veterans' experiences in clinical or conference situations.

Student Placement: Instructors were asked how they would like to see the overall placement of students in courses and clinical areas improved. Only one instructor felt that placement of Med-vets had been adequate. Several respondents mentioned the need for placing Med-vets in some kind of fundamentals course, and one instructor suggested that they be given the theoretical advanced placement examination for fundamentals to determine the need for a fundamentals course. Similar suggestions for advanced placement and challenge testing for possible exemption from other courses and clinical areas were made by respondents.

Continuation of Program: Faculty members were asked if they were in favor of continuing to offer this savings to students who qualified. Five staff members give unqualified "yes" answers to this question. Other faculty members felt that a program for veterans should be continued, but only if prospective students were screened more carefully and only qualified students admitted to the program.

SURVEY OF GRADUATES

Collecting specific information from the graduates related to employment satisfaction, qualifications and career development was one of the objectives of the final phase of the project. To accomplish this, a detailed 6-month post-graduation questionnaire was formulated which included questions on those specific areas as well as questions on the project proposal and curriculum so that graduates of the program could be afforded the opportunity for evaluative input. A less detailed questionnaire was sent to the first class graduates one year following their graduation.

Fourteen graduates of the first class were sent questionnaires six months following graduation, and eight (57%) of the fourteen responded. There were three students in the first class who graduated one semester later; these graduates were sent questionnaires six months following graduation, and one replied.

The second questionnaires to the first fourteen graduates were sent one year following graduation. Information was received from eight respondents (57%). The three first class students who graduated one semester later than the other class members were sent questionnaires one year following their graduation; none of these has responded.

Twenty graduates of the second class and one graduate of the first class were sent a detailed questionnaire approximately six months following their graduation; thirteen (62%) of the twenty-one responded.

Employment: Most of the Med-vet graduates of Class 1 (18) have been employed in general civilian hospitals, and three of this number have been

students in anesthesiology. Other kinds of hospitals in which Med-vet graduates are employed include: a hospital for American Indians, a teaching hospital, a veterans' hospital, and a convalescent center.

Hospital services on which Med-vets have been employed include: surgical unit, pulmonary unit, nursing supervision, respiratory therapy, x-ray and laboratory, pediatric unit, obstetrics unit, rehabilitation medicine and geriatrics, emergency room, and psychiatry.

Most of the graduates responding to the questionnaires were employed as staff nurses (14). Other types of employment included: assistant head nurse, operating room supervisor, head nurse and administration.

Length of employment at the time of the one-year survey ranged from one month to seven months, with the majority of graduates listing their length of employment in current positions as five months or longer.

Evaluation of Adequacy of Preparation: Ten of the graduates responding to the questionnaires felt their education at El Centro had prepared them for their current positions in nursing, nine felt they had not received adequate preparation, one did not reply and one answered both yes and no to the question. Explanations given by those respondents who felt their preparation had been inadequate included:

1. Lack of instruction in technical skills
2. Lack of preparation in dealing with mental illness
3. Insufficient training time spent in recovery room
4. Insufficient instruction in fundamentals and practical experience

Classroom Instruction Evaluation: Students were given an opportunity to

assess individual courses and to make comments concerning improvements in instruction. Among the general comments made about classroom instruction were that the amount of time allotted for instruction in maternity was insufficient for the amount of material presented and that there should be coordination of anatomy and physiology with medical-surgical instruction.

Eleven respondents felt that the seminar course had been beneficial to them, while eight stated that it had been of no benefit. Most of those who felt that this course was not beneficial commented that the seminar had been a "waste of time" because it had been used primarily as a gripe session and that there had been little instruction of value to the students. Graduates were asked if clinical experiences had been too long or too short and to suggest ways clinical experiences could be improved. In each clinical experience, a majority of respondents felt that the clinical experience had been too short, and several respondents recommended better coordination between classroom and clinical instruction.

Educational Goals: Nineteen graduates stated that they planned to continue their education. Among their educational goals were:

1. B.S. in Nursing
2. Anesthesist
3. Business degree
4. B.S. in psychology
5. M.S. in nursing
6. B.S. in biology

7. Hospital administration

8. Physician's assistant

Fourteen respondents indicated that they intended to remain in the nursing field, five did not, and two were undecided. Among reasons given for not remaining in nursing were:

1. Non-acceptance of male nurses by female supervisors

2. Desire to enter hospital administration

3. Dissatisfaction with non-professionalism in nursing

Salaries: Seven of the eight respondents of the first class reported their monthly wages as graduate nurses. Their average monthly salary was $735.53 with an average increase in monthly wages of $147.53 since graduation. Three of the graduates stated they were working in more than one position.

Twelve of the thirteen respondents in the second class reported their monthly wages. The average monthly salary of eleven graduates (the salary of the student was excluded) was $764.55 with an average increase of $347.28 over average monthly salaries prior to entering El Centro. Seven of the graduates stated they were working in more than one position. All graduates received prevailing entry salaries for this region.

Overall View of the Project: Graduates were asked to make comments concerning their overall view of the project. Their answers included the following responses:

1. "It is a good idea needing revision and separation from the ADN students."

2. "It has many shortcomings which could be remedied with more effectiveness from the director's chair. I think the instructors should be required to take more courses in education."
3. "I am glad I entered the program because of its brevity, but knowing what I know now about my learning needs and the need for more education, I would have chosen a diploma school."
4. "It is a good project which with a few revisions could become an outstanding nursing educational program."
5. "It is a great program for those who believe that a two-year program fulfills their ultimate objective."
6. "It prepares better nurses than it will acknowledge. There was a very realistic attempt made to convince us that we would only be bedside nurses when we graduated. The local hospitals do not hesitate to hire us as supervisors or team leaders and think highly of us. It's tough, but well worth it if you are pressed for time."
8. "It enabled me to increase my self-worth as an individual and to be a contributing member to society."
9. "I feel that the Med-vet program is a wonderful and needed opportunity; I feel, however, that both students and instructors should be screened for personal attitudes as well as for qualifications."

The graduates were asked to express their views on areas of the program needing greater emphasis. Among the suggestions made were:

1. More adequate screening of students and a great need for scientific purposes of nursing.

2. More emphasis on the clinical area.
3. Greater use of team nursing.
4. Better coordination of clinical and lecture material; more workbooks related to clinical experience; more visual aids; smaller clinical groups on the same hospital floor; and staying with the same clinical instructor longer to eliminate constantly having to adjust to each instructor's personality.

The graduates were given an opportunity to make additional comments, suggestions for improvements or their feelings about the project. Some of the responses were:

1. "Without the program, I feel that I never would have come this far in nursing, and I am thankful the program gave me the chance."
2. "I think tests should be styled more as those are that are given on state boards as a way of preparing students for taking state boards; then more students would pass state boards on the first attempt."
3. "Med-vets should have an opportunity to move from the service medical fields into a worthwhile, functional, medical role in our society. The idea is a good one. It's a shame that students and faculty appear to have so little to say in the formulation of the educational policies."
4. "I think that if the instructors had been more accepting of the program it would have helped us a lot; this doesn't apply to all instructors, because a few of them were very helpful."

5. "The director of the program should be one who is responsive to the needs of the ex-G.I. and will assist the ex-G. I. in maintaining his self identity and self worth relative to his military experience and training. The Med-vet should be integrated with all nursing students, and the name Med-vet should be eliminated."
6. "Instructors should be hired and designated for the project rather than employing additional teachers for the entire A.D. program. The project director should agree to remain until the completion of the project."
7. "There does not seem to have been enough individual instructional experience between students and instructors. I feel that the course covered most of what is necessary to become a staff nurse at a general hospital, but I think the most unfortunate thing about the program is that it progresses only as rapidly as the 'slower' students. More dynamic instructors could perhaps help to correct this."
8. "...I found too many discrepancies as to what the Med-vet program was to be and provide, what the actual situation was and what was provided in the regular nursing program." This student also found a lack of exchange among staff, instructors and students concerning expectations of Med-vets and instructors responsibilities.
9. "I feel that it is to one's advantage to attend the A.D. program at El Centro and then transfer to a four-year program if this is desired. I find myself doing very good in school this semester because of what I learned at El Centro, my prior work experience and the

increased amount of studying time I now have to devote to my studies."

10 "Some of the practices I routinely did as a medic, such as suturing, suture removal, dressing changes and other minor procedures are not routinely done in civilian hospitals by nurses, so this knowledge does me no good except as providing a good basis for understanding and observing my patients. My military experience left me better prepared in some of the basics in nursing that I see so lacking in civilian hospitals."

STUDENT SURVEY, 1973

The final student survey was made during July, 1973. Thirty-eight questionnaires were distributed to graduates for anonymous replies. Sixteen questionnaires were returned.

Testing: Fifteen students made comments on their reactions to and suggestions for improvement of testing, both objective and in practicum. Two students felt that testing should be done on practical hospital situations, while two others stated improvement was needed in clarification of questions. Other suggestions included provision for retesting of students; gearing test material to lectures, rather than text; deletion of abstract and irrelevant questions; preparing students for tests; and counseling prospective Med-vet students prior to their entering the program about the levels of achievement expected of them in nursing and pre-testing them to assure that qualified Med-vet students enter the program.

Seminar: Sixteen students commented on methods of improving Med-vet Seminar

and expressed opinions on the need for a seminar course. Some students felt that the seminar was needed for assistance in adjustment to college and the program, to enhance cohesiveness of the Med-vet group, and to help them overcome deficiencies. Several students felt that the seminar should not be continued because it was a waste of time and did not offer needed instruction. Suggestions for improvement of the seminar included structuring the course, allowing for instruction in fundamentals, and providing a question and answer period with a fully qualified registered nurse.

Adjustment: Fifteen students made suggestions on how assistance could be provided during the adjustment period after entering El Centro College. These included providing information on housing and living expenses, conferences with the Med-vet Advisor for assistance with academic and other problems, giving incoming students adequate information concerning the program and instructors' expectations, and providing assistance in overcoming hostilities between students and instructors.

Utilization of Past Learning Experiences: Fifteen students commented on ways to better utilize their past learning experiences. Two students felt instructors should work with individual students in areas where they lacked experience and two thought Med-vet students should be encouraged to share experiences in clinical situations. Other suggestions included a recognition by instructors of the student's training, providing instructors with more information concerning the types of training offered in the services, improving pre-testing and providing information to the students about their deficiencies.

Improvement of Med-Vet Project: Sixteen students made suggestions on improvement of the Med-vet Project. Two students suggested having student conferences to keep students informed as changes occur. Other students suggested lighter class loads, fewer changes in the program, assuring that instructors believe in the project and have an understanding of the Med-vet and his previous training experiences, improvement of pre-testing to determine training needs, separating Med-vets from regular students, and moving the project from El Centro to the VA hospital.

Students were given an opportunity to make other suggestions and comments about the project. Three students suggested establishing the same grading system for the project as for academic courses. Two students suggested provision of separate classes for Med-vets to provide better communication among them. Several students expressed disappointment in the project and recommended that it not be continued, and there were several negative comments about attitudes of the project staff and the nursing instructors toward the Med-vets and the project.

FACULTY SURVEY, 1973

A survey of A.D.N. faculty members involved with Med-vets was completed in the spring of 1973, following the graduation of the majority of the second class students. Thirteen questionnaires were distributed to faculty members who had taught medical veterans at some time since the beginning of the project. There were thirteen respondents to this questionnaire, seven of whom were faculty members when the Med-vet project was initiated.

Faculty View of Success of Project: The faculty was asked to comment on

the ways the Med-vet project had been successful as a continuing educational program for the previously trained medical corpsmen. Responses indicated the project had been successful in the following ways:

1. For a few graduates, the project provided a means of preparing for further training in anesthesia.
2. It facilitated the return of highly qualified skilled individuals to the profession with the proper credentials and protection for practice.
3. It has directed men into nursing.
4. It served as a stimulus for higher education by allowing corpsmen to use previous training and acquire theoretical knowledge and by providing financial assistance to students who had families.
5. It helped define weak areas so these can be avoided in future efforts of this type.

Faculty members were then asked to comment on the ways in which the project had been unsuccessful. Responses included:

1. Hostility of Med-vet students and the loss of philosophical, legal and moral implications of nursing.
2. The high attrition rate in the program.
3. Poor performance on state board examinations.
4. Lack of continued, strong leadership.
5. It allowed semi-qualified people to become R.N.'s.
6. It did not build on individual knowledge and experience.
7. There was an assumption that these students had mastered basic

nursing skills when, in many cases, they had not, and this caused difficulty for the students in later courses.

Faculty members were asked to express their views concerning the advantages and disadvantages of training ex-medical corpsmen in an ADN program, both to the corpsmen and to the nursing profession.

Among the advantages to corpsmen noted by instructors were:

1. It gives them an opportunity to build on past experiences and on training begun in the service.
2. It prepares corpsmen for the state board and increases their knowledge of theory and their understanding of nursing procedures and the role of the nurse.
3. It allows students with basic knowledge to go into courses offering more depth and challenge than their previous learning experiences.
4. The achievement of an earlier earning power than other nursing students by completing nursing training in a shorter period of time.

Among the disadvantages of the program to corpsmen listed by instructors were:

1. Failure of the program to fill in educational gaps and to provide them with adequate principles of nursing.
2. The veteran students were placed under a greater degree of stress than other students.
3. Failure of the project to eliminate repetitious learning experiences; Med-vets were forced to take the same courses as regular students except for the fundamentals course.

4. Physically and academically, Med-vets were placed apart from other nursing students.
5. Med-vets encounter difficulties in a profession traditionally controlled by females.

Faculty members were asked what they and the staff had done throughout the project that might have encouraged and motivated the Med-vet students. Among the responses given were:

1. Individual conferences and group discussion sessions were made available to the students.
2. Clinical assignments were based on the needs of the students.
3. Open communication, encouragement and motivation of students and an attempt to overlook areas of weakness in behavior and attitude.

Faculty members were asked what had been done by the staff and faculty that might have discouraged Med-vet students. Respondents listed the following elements which may have disccuraged Med-vets:

1. The separation of Med-vets from other students by use of a label.
2. Comparison of Med-vets with regular students when there was inadequate opportunity given for Med-vets to improve in deficient areas.
3. Reluctance of faculty to acquaint themselves to the overall objectives of the project and a tendency on the part of faculty members to prejudge Med-vets as "difficult students."
4. Breakdown in communications due to constant changes in personnel.

5. Unfamiliarity of Med-vets' backgrounds by the faculty caused unrealistic expectations of the students' performance.

6. Inadequate introduction to nursing caused unrealistic expectations of the nursing profession on the part of Med-vets.

Faculty members were asked to indicate how Med-vet students behaved in each of the areas below compared to other nursing students. Twelve faculty members responded, while one stated this is all dependent upon the individual student since some were above average, some average and some below average. One faculty member checked behaviors listed as Q and W as being both about the same as most other students and less than other students. One faculty member did not rate behavior listed M. Ratings of the following behaviors by faculty are given below:

Behaviors	Superior to other students	About the same as most other students	Inferior to other students
A. Had desire to master nursing knowledge and skills	2	1	9
B. Had ability to master nursing knowledge and skills	1	9	2
C. Applied theory to practice		4	8
D. Showed adeptness in personal and procedural activities with patients	4	5	3
E. Made knowledgable nursing judgements	2	6	4
F. Focused on patient's wholeness and entirety		3	9
G. Coped with frustration in practicum	4	2	6
H. Were considerate of classmates	2	5	5
I. Were prompt in preparing assignments		4	8
J. Displayed intellectual curiosity	2	6	4
K. Displayed initiative in practicum	2	4	6

Behaviors	Superior to other students	About the same as most other students	Inferior to other students
L. Displayed initiative in curricular assignments		3	9
M. Displayed leadership in group assignments	3	6	2
N. Transferred knowledge	1	8	3
O. Cooperated harmoniously with coworkers, physicians, other personnel	2	9	1
P. Was very skillful or gentle in giving nursing care	2	6	4
Q. Accepted suggestions and criticism graciously		4	9
R. Displayed adeptness in observing, reporting and charting		8	4
S. Were neat in personal appearance		11	1
T. Could be trusted to check and report on signs and condition of patients	2	6	4
U. Required minimum guidance in adjusting to new situations	3	8	1
V. Learned new procedures or skills quickly	3	9	
W. Asked for supervision or guidance when needed		5	8
Total	35	132	110
Percent	12.64	47.65	39.71

Approximately 48% of the faculty members considered Med-vets as behaving about the same as most other students, while approximately 40% rated Med-vets as inferior to other students, and approximately 13% of faculty rated Med-vet students as superior to other students in the identified behaviors.

The faculty was asked to indicate whether certain objectives of the project described below were fulfilled for most Med-vet students. Responses from faculty are given in the table below:

Project Objectives	Yes	No	No Answer	Qualified Answer
Identified competencies and deficiencies	4	8		1
Provided individualized programs considering:				
1. Competencies	3	9	1	
2. Deficiencies	3	9	1	
3. Goals		12	1	
4. Self-assessment	21	9	2	
5. Optimum learning strategies for the individual	2	9	2	
Provided weekly scheduled counseling	8	4		1
Provided competent tutoring as needed	5	8		
Eliminated re-training in areas where they were already competent	2	10		1
Allowed student to increase his knowledge or skills in areas where he already had some competency	8	5		
TOTAL	37	83	10	
PERCENT	28.46	63.85	7.69	

The above faculty responses indicate that approximately 28 percent of the 13 respondents felt the project objectives had been fulfilled, while approximately 64% felt that objectives had not been met.

The following question was asked of the faculty members: "Fifty-nine percent of Med-vet Nursing Graduates (or ten out of 17) attempting State Board examinations for the first time passed all nursing areas tested. During the same period of time and subsequently, 69 percent of other El Centro Nursing Graduates (or 42 out of 61) attempting State Board Examinations for the first time passed all nursing areas tested. What might we have done to improve the preparation of these Med-vets?"

Twelve faculty members responded to this question. Among the suggestions made were:

1. The provision of special assistance through audio-tutorial methods, individualized instruction and self-study.
2. Better identification of students' strengths, weaknesses, and incorporation of this knowledge into individualized plans of study.
3. Insisting that students take fundamentals of nursing.
4. Provision of a more accurate description of the program before students enter and the retention of one consistent, strong leader as project coordinator.
5. Emphasis on the philosophy of nursing, instilling a sense of dedication to the nursing profession and caring for individual patients.
6. Provision for challenging of courses rather than exemption.

Faculty members were asked to describe any effect they thought the Med-vet project may have had on the total nursing program at El Centro. Twelve members of the faculty responded to this question. Two instructors indicated that there had been no effect on the total nursing program, while other comments suggested disagreement among the faculty on the nature of the effects of the Med-vet program. Five responses indicated positive effects, including increased awareness on the part of faculty members of individualized learning and ways of motivating students and an impetus for evaluation of the nursing program and an adjustment of the program to meet the needs of a greater variety of students. Also five responses indicated a negative effect, including a decrease in the quality of the total

nursing program, bad publicity given to the entire nursing program by students who were dissatisified with the Med-vet program.

CHAPTER VI

REPORT OF PHASE IV: Follow-Up Study Survey of Employers

An important objective of the evaluation phase of the project was to collect specific information from the employers of the graduates' present employment status, job descriptions and areas of preparational deficiencies.

Evaluation by Employers of First Class Graduates

Graduates of the first year's class were sent questionnaires to give to their employers for completion and return to the project; however, individual personal interviews with employers of graduates were conducted during the final phase and will be discussed later in this paper.

The seven employers of the first fourteen graduates who responded to the first questionnaire represented three local hospitals and a school of anesthesia, and listed their positions as a staff nurse, a head nurse, an assistant supervisor, a team leader and a director of a school of anesthesia, with two not answering this question. These respondents stated that five graduates had been employed for six months, one had been employed four months and another had been employed three months in those institutions represented.

Adequacy of Preparation

Six of the seven respondents felt the graduates to be adequately prepared for their positions. One employer noted deficiencies in chemistry, pharmacology, surgical terminology, asceptic technique and lack of self-confidence in nursing ability, although this employer felt that the employee was showing improvement.

Strengths of the graduates were reported by five of the seven respondents, who made the following observations:

1. "This employee is a very outgoing person who is quite capable in his position. He has many leadership qualities and incorporates them well, however, I do feel he is ready for this position only because of the long medical background and previous training prior to attending El Centro."
2. "This employee has assumed responsibilities well as a staff nurse in ICU and on the nursing units."
3. "This employee has adaptability, interest, cooperation, initiative, recognizes his limitations and is developing increased emotional stability."
4. "This employee does not always make sound judgments so far in his present position and seems to possess overconfidence. He is eager to learn and asks many questions."
5. "This employee has performed well as a team leader and also as a charge nurse."

There were no questionnaire returns from the employers of three first class graduates who graduated one semester later.

Second Questionnaire to Employers of First Class Graduates

The second questionnaire to the employers of the first fourteen graduates of the first class a year following graduation were returned by seven respondents. The positions of the persons completing the questionnaire were listed as operating room supervisor, head nurse, coordinator of

pulmonary patient care, director of nursing service and two assistant supervisors. One employer did not list his position.

Hospitals represented by the employers were five local hospitals. One employer did not respond to this question.

Of the seven respondents, five reported that the graduates had beem employed approximately one year.

Of the seven respondents, only two reported that the graduate was employed as a staff nurse. The other five were employed in a head nurse or other supervisory capacity.

Adequacy of Preparation

Six of the seven employer respondents felt the graduates to be adequately prepared for their present positions with one of these replies being qualified with "needs more experience, but is enthusiastic and anxious to learn." One respondent answered that the graduate was not adequately prepared for his present position.

Educational Deficiencies

Educational deficiencies observed by the employers were reported as:

1. "This employee didn't know what a head nurse should do, and he was poor in human relations especially in situations where individuals reacted negatively."
2. "This employee seems a little pushy, but I feel this may be lack of experience."

Strengths of Med-Vet Graduates

Six employers reported observations of the following strengths of the graduates:

1. "This employee has the ability to anticipate the patients' and surgeons' needs."
2. "This individual is quite dependable, reliable, and certainly has the desire to learn."
3. "Previous experience of this employee has aided much in his present capacity.. Without the experience prior to his nursing education, I do not feel he would be in his present position. He displays high leadership ability and quality, and his medical knowledge is superior."
4. "Strengths noted for this employee are leadership, organization, determination and the ability to get along with others."
5. "This employee is resourceful, flexible, eager to advance, willing to learn and has a very professional attitude."
6. "This employee is very interested in good patient care."

INPUT FROM EMPLOYER INTERVIEWS

During the spring of 1973, letters were sent to thirty employers of graduates from both classes asking for permission for employer evaluation through personal interview with the principal investigator of the project. As a result, 25 employers and one physician in daily contact with the graduates were interviewed in person; these interviews concerned 24 graduates. The interview schedule was formulated to elicit information concerning graduates' length of employment in their present positions, employment status, adequacy of preparation, deficiencies, strengths, ratings in relation to other ADN graduates, co-workers acceptance, and a behavioral rating scale to be completed by the employers. Questions were also

included concerning the advantages and disadvantages to the nursing profession of training ex-medical corpsmen in an ADN program.

Supervisors reported the following period of employment in present positions for those graduates about whom the interviews were concerned.*

Length of Employment	Number of Graduates	
	Class I	Class II
1 year	4	
8 months	1	
6 months	1	3
5 months	2	4
4 months	1	5
3 months		2
2 months		1

*Time as reported on interviews conducted within a two-month period.

Adequacy of Preparation

Supervisors were asked if they felt graduates were adequately prepared for the positions they currently filled and, if not, to describe deficiencies or to make other comments concerning adequacy of preparation.

Educational Deficiencies

Some of the employers who felt that graduates were inadequately prepared for the positions they held made additional comments regarding the graduates' deficiencies. These included:

1. Immaturity and disorganization
2. Lack of leadership skills
3. Difficulty in adapting to a civilian hospital setting
4. Lack of experience in specific areas
5. Difficulty in working with female patients and staff

Strengths of Med-vet Graduates

Supervisors were asked to comment on the strengths of the graduates. Strengths frequently mentioned by supervisors included:

1. Conscientiousness, cooperative attitude, dependability
2. Good communication skills with patients and staff
3. Ability to accept criticism and guidance and to seek self-improvement
4. Ability to give total patient care
5. Leadership ability
6. Good basic knowledge of nursing skills

Supervisors were asked how they perceived co-workers' acceptance of ex-medical corpsmen ADN graduates. The responses from the supervisors of Class I graduates to this question indicated that there were seven graduates who were well aceepted and two who were not accepted. Supervisors' responses concerning Class II graduates' acceptance by co-workers suggested that then graduates were well accepted and five had not been accepted.

Additional comments made by employers who felt their graduates were well accepted by co-workers indicated that there is a growing recognition of the need for males in the nursing profession and that the role of the male nurse is gaining acceptance, although in some cases an initial adjustment in attitude was needed both on the part of the Med-vet graduate and his co-workers.

The employers who felt that their seven Med-vet employees were not accepted by co-workers stated that this non-acceptance was caused by personality problems and an inability to perform in the positions, rather than by identification as male, ex-medical corpsmen.

COMPARATIVE BEHAVIORAL RATINGS BY EMPLOYERS OF MED-VET GRADUATES AND OTHER ASSOCIATE DEGREE GRADUATES

Behaviors**	Superior to most other AD Grads	About the same as most other AD Grads	Inferior to other AD Graduates
A. Has desire to master nursing knowledge and skills	15	8	
B. Has ability to master nursing knowledge and skills	10	12	1
C. Applies theory to practice	8	13	2
D. Shows adeptness in personal and procedural activities with patients	11	11	1
E. Makes knowledgable nursing judgments	7	13	3
F. Focuses on patient's wholeness and entirety	10	11	2
G. Is prompt in completing assignments	11	9	3
H. Displays intellectual curiosity	14	6	3
I. Displays initiative in the work situation	14	5	4
J. Displays leadership qualities in team nursing	9	9	5
K. Transfers knowledge	8	11	4
L. Cooperates harmoniously with co-workers, physicians, and other personnel	11	11	1
M. Is very skillful or gentle in giving nursing care	7	16	
N. Accepts suggestions and criticism graciously	10	11	2
O. Displays adeptness in observing, reporting, and charting*	8	9	3
P. Is neat in personal appearance*	10	8	2
Q. Can be trusted to check and report on signs and condition of patients*	11	7	2
R. Requires minimum guidance in adjusting to new situations*	7	10	3

Behaviors**	Superior to most other AD Grads	About the same as most other AD Grads	Inferior to other AD Graduates
S. Learns new procedures or skills quickly*	12	7	1
T. Asks for supervision or guidance when needed*	10	8	2
TOTAL	203	195	44
PERCENT	46	44	10

*Not rated for 3 graduates

**Had no prior supervision of an A.D. Graduate for comparison = 2, and behaviors not rated by interviewee = 1

Forty-six percent of those responding rated the behaviors of medical-veteran A.D.N. graduates as other A.D.N. graduates they had previously supervised in the nursing behaviors listed above, while 44 percent of the respondents rated them as being average, and 10 percent rated the medical-veteran A.D.N. graduate as inferior in the above behaviors.

COMPLETION RATES AND STATE BOARD

Rates of Graduation, Withdrawal and Students in Progress

Completion Status of Med-vet Students

Completion Status	Year of Entrance 1970		1971	
	No.	%	No.	%
Graduated	18	60	23	45
Withdrew	11	37	20	39
Students in Program	1	3	8	16
Total	30	100	51	100

As of Spring, 1973, eighteen (60%) of the Class I enrollees have completed their course of study and have graduated.

Of Class II enrollees, 23% have graduated. Eight students or 16% of Class II are currently in the program. Although most students completed the required course of study within four semesters, six required more than four semesters.

Thirty-seven percent of the students originally enrolled in Class I withdrew before graduating. As of Spring, 1973, 39% of the students originally enrolled in Class II have withdrawn from the program. The two predominate reasons for withdrawal from Class I were scholastic difficulties and the realization of being unsuited for the nursing profession. Although many reasons were given by withdrawing Class II students, the majority fell in the categories of personal-family problems and poor career choice.

By August, 1973, 48 of the 81 students who originally enrolled in the Med-vet program had completed their course of study and had graduated. Therefore, the total completion rate for the Med-vet project was 59% with two students still participating in the program The 59% completion rate compares quite favorably with the 62.4% rate of Associate Degree Nursing students nationally who complete their program.*

*Nurse Career Pattern

Med-vet results of State Board Examination

In order to practice as a Registered Nurse in the State of Texas, all nursing graduates are required to pass the State Board Examination. The examination consists of five major units; medical nursing, surgical nursing, obstetrical nursing, pediatric nursing, and psychiatric nursing. If a students does not pass the examination on the first attempt, he may elect to have the examination re-administered at a later time.

State Board Completions on First and Subsequent Trials by Entering Class: 1970-1971

	ATTEMPTS							
	1		2		3		4	
Class	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
1970*	10	8	2	4		4	2	1
1971**	11	6	***	***				
Total	21	14	2	4		4	2	1

*N = 18
**N = 17
***No repeat exam reports to date

On the initial attempt to pass the State Board Examination, 20% of the graduating Med-vet students did not qualify in the areas of medical nursing and psychiatric nursing. Twenty-three percent did not quality in the area of obstetrical nursing, while on all units of the examination, Med-vet students were the least successful on the Pediatric nursing unit where 26% did not qualify. The Med-vet students were most successful on the surgical nursing unit, where 86% did qualify.

Results by Units of State Board Examinations by Trials by Entering Class:

NURSING UNITS	ATTEMPTS 1		2		3		4		TOTAL	
	1970	1971	1970	1971	1970	1971	1970	1971	1970	1971
Medical										
Passed	14	14	1				2		17	
Failed	4	3	2		2					
Surgical										
Passed	17	15					1		18	
Failed	1	2	1		1					
Obstetrical										
Passed	12	15	3		1		1		17	
Failed	6	2	2		1					
Pediatric										
Passed	13	13	3		2				18	
Failed	5	4	2							
Psychiatric										
Passed	13	15	1						14	
Failed	5	2	2		2		1			

On the initial attempt to pass the State Board Exams, only 14 Med-vet students failed any unit. There were, however, 2 students who failed all 5 units.

State Board Units Failed per Graduate on First Attempt by Entering Class:
1970-1971 Samples

Units Failed by Graduate	Class		
	1970*	1971**	Total No. Failing
No. Graduates failing one unit	3	3	6
No. Graduates failing two units	0	1	1
No. Graduates failing three units	3	1	4
No. Graduates failing four units	1	0	1
No. Graduates failing five units	1	1	2
TOTAL	21	13	14

*N = 8
**N = 6

CHAPTER VII

CONCLUSIONS AND FUTURE DIRECTIONS

The Med-vet project demonstrated that military preparation and service in nursing exceeds the requirements of the Associate Degree Nurse in the areas of physician "assistantship," leadership preparation and emergency procedures. Conversely, military preparation and service in nursing skills does not equate to those of the Associate Degree Nursing in sustained supportive nursing care and its principles, patient teaching, application of principles to care of the ill, and ethics and professional deportment.

The results of the project did indicate that the Med-vet would capitalize on his military preparation in meeting his goals of a career in nursing. However, in implementing a nursing program which utilizes military preparation and experience an instruction should:

1. Develop an initial course in nursing which emphasizes:
    a. Principles of nursing and their application to individual patients (The "why" of the skill the veteran possesses).
    b. Responsibilities and limitation of the Registered Nurse in civilian setting
    c. Therapeutic communications with patients and families
2. Eliminate clinical experiences which repeat military service assignments in nursing courses. (Especially areas of emergency care of wounds).
3. Include students in theoretical aspects in all courses in nursing

4. Emphasize clinical experiences for the enrolled which will afford practice in:
   a. Application of principles of nursing to supportive nursing care.
   b. Productive therapeutic communications with patients and families
5. Integrate enrollee's military background in nursing into all regular activities of the program
6. Provide special counseling in order to facilitate the transition from military to civilian nursing life styles
7. Insure continuity in the movement from student to employee in hospital settings
8. Develop a set of basic skills testing procedures in order to establish at which levels the corpsman is functioning
9. Create flexible scheduling in order to afford the Med-vet student the opportunity to integrate work, clinical experience and study
10. Insure consistent strong instructional leadership through the development and implementation of staff training programs for faculty who will be instructing Med-vets

At the national level it is recommended that an exploration of possible cooperative ventures be made which will bring civilian Associate Degree Nursing programs and military health training programs into a closer working relationship. The cooperative ventures may help in facilitating the transition

of the Med-vet into civilian post secondary experiences. If the verbal commitment to veterans is to be translated into action, especially under the new voluntary armed services program, then civilian and military health personnel must insure that meeting the health occupational needs of the individual be carried out in a barrier free educational environment.

Finally, the Med-vet has had unique experiences which if identified and utilized can add new dimensions to the Associate Degree Nursing programs. Med-vets, properly trained and educated, can be a resource pool to help communities meet the demand for qualified nurses.

There is an excitement in working with Med-vets that realizes itself in a veritable storehouse of human energy that once harnessed can be unleashed to provide quality health care.

APPENDIX

CASE STUDY I

G. H. was a 24 year old white married male with one child when he entered the Med-vet program of nursing in 1971. He was discharged from the Navy in 1970 after having served four years. He was honorably discharged with an HM3 rating.

His education in the Navy included Basic Hospital Corps School and Aero-Space Medical Technician School, which he completed in 1968. While in the service G. H. was the only Aerospace Technician to go on all seas and air rescue missions at Midway where emergency cases were evacuated to Hawaii; these emergency cases included patients with broken bones, concussions and serious infections. He had no hospital assignments following Basic Corps School as a Naval medic. G. H. received the National Defense Service Medal while in service.

G. H. was graduated from high school in 1965 and had 23 college credit hours toward a major in business when he entered El Centro.

After leaving the service, he had owned and operated a music store, which failed. He had organized his own combo and performed at various night clubs. Prior to entering El Centro, he was a territorial manager for a sales corporation, which involved traveling, being away from his family and erratic commissions. He felt a need for career training which would offer stable employment.

G. H. completed the Med-vet curriculum requirements in four semesters with a GPA of 2.62. He took the state board examinations in July, 1973.

During the four semesters G. H. was at El Centro his wife became pregnant and returned to their home town to await the birth of their child. On weekends G. H. usually drove the round trip of 1400 miles to be with his wife and daughter. He was the first male student to obtain a week's paternity leave, although the baby wasn't delivered until after the paternity leave was over. The family rejoined him in Texas in two weeks for the remainder of the school term.

During his psychiatric orientation, G. H. organized a combo from his student affiliation group and provided music with a vocalist on two or three occasions for a regressed ward of patients.

G. H. did not work during his college career at El Centro. He is now working in a veterans hospital near his home town for a yearly salary of $10,000, and is also employed part-time in an inner-city hospital emergency room. He has made application to enter a physician's assistant program.

No employer interview was held regarding G. H., since he is now living out of Texas.

CASE STUDY II

I. J., an Indian male, was 25 years old, married and the father of two children when he enrolled in class I of the Med-vet project.

I. J. graduated from high school in 1963 and attended two years of college before entering the United States Air Force in 1965.

I. J. completed Basic Medical Corpsman School in 1966 and a supervisor's course in 1968. I. J. served as an aeronautical medical technician, with Western Air Rescue, gaining experience in handling emergency situations. During his three and one-half years in the service he received training in emergency room treatment, orthopedic cast work, procedures in laboratory, x-ray, pharmacy and minor surgery.

Following his honorable discharge in 1970, he worked for the Department of Health Education and Welfare, United States Public Health Service, Division of Indian Health Service as a nursing assistant. He worked in all departments of the hospital for one year prior to entering El Centro. While at El Centro I. J.'s third child was born. I. J.'s GPA was 2.59 on graduation from El Centro.

I. J. returned to his state of residency to take state boards. His state board results ranged from 317 to 422, with an over-all average of 356 on the first examination. On the state board examination, he failed the medical, obstetrical and psychiatric nursing areas tested. He has not retaken state boards, since he is now enrolled in a B.S. program of nursing and is on the dean's list. He reported his GPA as 3.56 for the fall semester, 1972. He expects to graduate with a B.S. degree in nursing

in December of 1973. While attending school, I. J. is employed in a temporary part time assignment at the Indian Hospital where he works in the laboratory and x-ray departments. He plans to enter the U.S.P.H.S., Division of Indian Health Service as a full time employee after graduation.

The director of the program of nursing where he is currently enrolled has described I. J. as aggressive, self confident, eager and willing to assume responsibility.

CASE STUDY III

E. F., a white male, was 26 years old and single when he entered the Med-vet project in 1971. He was discharged from the Navy in 1970. After having served three years, nine months, he was honorably discharged with an HM3 rating.

His education and training in the Navy included Basic Hospital Corps School and Field Medical Service School, which he completed in 1967. While in the service, E. F.'s medical experiences included duty assignments as head corpsman on a general surgical ward and other assignments on a neurosurgical ward and in an intensive care unit

E. F.'s decorations while in the service were the National Defense Service Medal and the Vietnam Service Medal with the FMF Combat OPS Insignia.

E. F. was graduated from high school in 1965 and subsequently accrued 33 college credit hours. Prior to entering El Centro, he was employed in ICU as a "Nursing Assistant II," which E. F. referred to as an "orderly." He was described by his former employer as a conscientious and reliable employee who performed nursing care of patients with accuracy and thoroughness. Another person, making reference for E. F., stated that he had demonstrated consideration for his patients, utilized good techniques, and exceptional skills in caring for them, was dependable, completed his assignments and demonstrated an interest in furthering his knowledge.

E. F. completed the project's nursing curriculum in four semesters with a GPA of 2.82. His state board examination scores ranged from 439 to

563, with an over-all average of 505.

Since graduation from El Centro, E. F. has been employed in a surgical intensive care unit. He has visited the project office to discuss his future educational plans which are to obtain a B. S. degree in nursing.

E. F. will not return to the east coast to live, since he recently married a Dallas R. N.

CASE STUDY IV

C. D. a 40 year old, married Mexican American male, and father of three teenagers, retired in 1970 from the Navy as a Chief Hospital Corpsman. His tour of duty with the Navy spanned 22 years, the last 3-1/2 years of which was spent with Naval Special Welfare on a Sea-Air-Land Team, where he performed duties independent of the medical officer.

C. D.'s decorations include two awards for the Bronze Star Medal, five awards for Purple Heart Medal, Navy Achievement Medal, Republic of Vietnam Cross of Gallantry, Presidential Unit Citation, Navy Unit Citation, Combat Action Ribbon, four awards for Good Conduct, other service and Campaign medals, in addition to numerous letters of commendation.

C. D.'s previous education included satisfactory completion of over 23 high school, college and military correspondence courses. He received his GED Certificate in 1949. He also was graduated from 18 service schools while serving in the Navy. He was graduated from a hospital corps school in 1950, and from a field medical service school in 1952.

Prior to entering class II of the Med-vet project, C. D. worked as an inhalation therapy technicia. and as a police dispatcher. He was employed 24 hours per week as a urology specialist while attending El Centro.

C. D. had a GPA of 2.85 on completion of the project's program of nursing in four semesters. His state board examination socres ranged from 350 to 550, with an average score of 450. Upon graduation from the

school of nursing, C. D. enrolled in further college courses in the Dallas County Community College District while working full time. C. D.'s educational goal is to obtain a B. S. in psychology or biology and to become a physician's assistant. He does not plan to remain in the field of nursing, because he feels males are not ready to be accepted by female leaders in nursing.

C. D. is employed in his second position since graduation from El Centro in December 1972. His first position was Administrative Supervisor on the 11 - 7 shift in a 105 bed hospital. He is now employed in an intensive care unit in thoracic surgery with a monthly salary of $731, his monthly salary prior to entering El Centro was $600.

C. D.'s overall view of the Med-vet program of nursing was that it was a waste of G. I. money because the government didn't take a more intense interest in its study and investment. He stated he would not advise his Med-vet friends to enter the program because there was no individual counseling, and because teachers were not objective and were poor examples. He added, "let's keep the present project investigator and secretary because they are for people."

C. D.'s present supervisor was interviewed and stated that C. D. is eager and willing to learn, but he doesn't seem to want to get along with employees. He has refused to have coffee breaks with them and to attend a picnic. When asked if this affected his working with patients and with staff in caring for patients, she answered, "no." The staff does accept him as a co-worker and as part of the staff, and he is trying. His super-

visor wanted it made clear that C. D. had only been there three months and that she was basing her evaluation on observations over that period.

CASE STUDY V

A. B., a 30 year old white female, worked as a housekeeper prior to her enrollment in class II of the medical-veteran project to support her three children. Her previous corps training was with the Navy, where she served over two years. She was honorably discharged with a rate of Hospital Corpsman E3. She had basic hospital corps school training in 1961. Her medical experiences in the service were in obstetrics, gynecology, medicine, surgery and intensive care.

A. B.'s last experience in a hospital prior to entering the Med-vet project was in 1963 where she worked as a nurse's aide. She was subsequently separated from her husband and was employed as a housekeeper at $1.62 per hour. She entered El Centro in the fall of 1971, and worked in a hospital setting three nights a week as a senior student nurse attending school carrying the full academic load. She had no previous college credits, and completed the project's curriculum in 17 months.

A. B. was a shy, retiring person who seldom visited the Med-vet project office. Several times the writer has seen her sleeping in the cafeteria with her books opened for study.

A. B.'s GPA on graduation was borderline; special permission was granted for her to take state board examinations, which she completed successfully. Her state board scores ranged from 380 to 439 with an average score of 404. A. B. was the first class II graduate to visit the project office to report her scores; she was happy and confident.

A. B. is presently employed on an obstetrical unit as a staff nurse and

team leader. In her present position she gives baths, feeding and infant care demonstrations; moral support to mothers; assists with breast feedings; is in charge of special nurseries which concerns admission, premature and low birth weight babies; attends inservice classes and seminars; and is in direct charge of nursing attendant's work.

A. B. enrolled in El Centro for further courses following her graduation and her goal is a B. S. degree in nursing. Her present salary is $712.00 per month.

A. B 's overall view of the Med-vet program of nursing at El Centro as she described it is: "I thought it was a good program but we needed more seminars, more instruction in nutrition, more emphasis on nursing interventions and on direct nursing care." A. B. stated she would advise her Med-vet friends to enter El Centro's program of nursing.

A. B.'s supervisor, on a personal interview with the principal investigator, stated A. B. gives good patient care and is above average in relation to other A.D.N. graduates whom she has supervised.